



Session  
2021/22

# Girvan Academy Standards & Quality Report



## Head Teacher's Introduction

Dear Parents & Carers

It is my pleasure to present Girvan Academy's Standards and Quality Report for 2021-2022.

Each year the Scottish Government and South Ayrshire Council publish information highlighting how well schools and local authorities are improving pupil performance and achievement year on year.

In similar fashion, this report will inform you on how we are progressing in our school and provides an overview of our successes. It is our 'Standards and Quality Report' for 2021-22.

The COVID-19 Global Pandemic has continued to disrupt learning during session 2021-22. Although we were spared further school closures during this past session, young people, their families and staff continued to demonstrate resilience, commitment and dedication to mitigate the impact of restrictions on young peoples' education and ensure they were able to attain and achieve within Girvan Academy.

I am delighted to present to you this report which provides an overview of our achievements over the course of the session 2020-21.

The evaluations in the document are based on a range of evidence including:

- Analysis of pupil performance in SQA examinations, other forms of accreditation, and other statistical data relating to young people's achievements.
- Analysis of a range of whole school data
- Annual surveys of the views of students, parents, staff and partners, at whole school and departmental levels.
- Senior Leadership Team and Principal Teacher observations and evaluation of teaching and learning in lessons.
- Self-evaluation using Education Scotland's evaluation tool 'How Good is Our School 4<sup>th</sup> Edition' and other Education Scotland publications to support self-evaluation.

I hope you find this report interesting and useful. If you have any questions about it, please do not hesitate to telephone the school office or use our school e-mail address to contact us for an appointment. I would be pleased to offer any clarification.

Yours faithfully

Mark Anderson  
Head Teacher

## Context of the School

Girvan Academy is a non-denominational school which serves the town of Girvan and surrounding area. Our cluster primary schools are: Girvan, Dailly, Barr, Barrhill, Ballantrae and Colmonell. The school roll at the beginning of session 2021/22 was 546, an increase from 509 the previous session and our teaching staff at census day in September 2021 was 41.7 (full time equivalent).

From the beginning of the session there have been considerable changes to the Senior Leadership. Mr Mark Anderson took up the post of Head Teacher in August, following on from Ms Harrigan leaving to take up her second headship post. Mr Ben Robinson quickly followed at the end of September 2021, replacing Mrs McEwan, who had also left at the end of June to take up her new post. The final change in our Senior Leadership Team was completed in January 2022 when Miss Joyce Carey joined to replace Dr Frew, who departed in October 2021 to take up a new Depute Head challenge. Three new senior leaders in a team of four is a big change in any school, especially in a time of COVID restrictions and the school not fully operating as it would normally. Fortunately, Depute Head Mr Scott could provide a wealth of knowledge and experience of the school and the Girvan community to support this change in leadership. As we move into session 2022-23 with a settled senior leadership team and the relaxation of the COVID restrictions, we will be able to recover from the effects of the pandemic and drive the school forward to ensure we achieve the best outcomes for our young people.

The percentage of pupils in receipt of free school meals is 28%, which was an increase of 5% on the previous year. 32.1% of our young people reside in an area described as Scottish Index of Multiple Deprivation (SIMD) 1-3, 62.1% reside in SIMD 4-6 and the remaining 0.8% in SIMD 7-10. The attendance rate for the session 2021-22 was 85.7% (South Ayrshire Council - 86.4%) compared with 90.3% (SAC 91.3%) in 2020-21. The authorised rate of 8.9% (SAC 6.9%) was the highest in SAC but the unauthorised absence was 5.4% (SAC 6.7%) which was the second lowest in SAC. The COVID absence in terms 3 and 4 were both higher than the SAC average, with many more pupils and staff absent for periods of time than in the previous years, when actual cases were significantly lower despite periods of lockdown. Improving our whole school attendance post-COVID will be a key focus of our improvement agenda moving into next session. Care experienced pupils, including previously looked after, have a higher attendance rate in Girvan Academy than the SAC average. For the session, our exclusion incidents per 1000 pupils was 27.0 (SAC 28.2), with 15 exclusion incidents in total. Eleven pupils were excluded once and one pupil was excluded four times. Six of the pupils were in Quintile 1 (SIMD 1-2, 40.8 per 1000 pupils), three in Quintile 2 (SIMD 3-4, 11.0) and three in Quintile 3 (SIMD 5-6, 45.1 rate per 1000 pupils).



## **Vision, Values and Aims of the School**

During session 2021/22, our vision was to continue to grow as a LEARNING COMMUNITY and:

- To motivate and inspire all of our young people.
- To equip young people with the attributes, capabilities and experiences to be successful in life and to reach their true potential.
- To inspire all of our young people to be healthy, happy and achieving.

## **Values**

Girvan Academy has developed a robust set of values based on consultation with all stakeholders. These values are embedded within our school community.

**AMBITION RESPECT RESPONSIBILITY COMMUNITY**

## **Our Aim:**

- To provide the highest quality learning experiences for all of our young people in an inspirational environment.
- To promote an ethos where young people are listened to, respected and supported to reach their potential.
- To promote learners who lead and take an active role in their learning, life and community.
- To enable each of our young people to become:
  - successful learners
  - confident individuals
  - responsible citizens
  - effective contributors



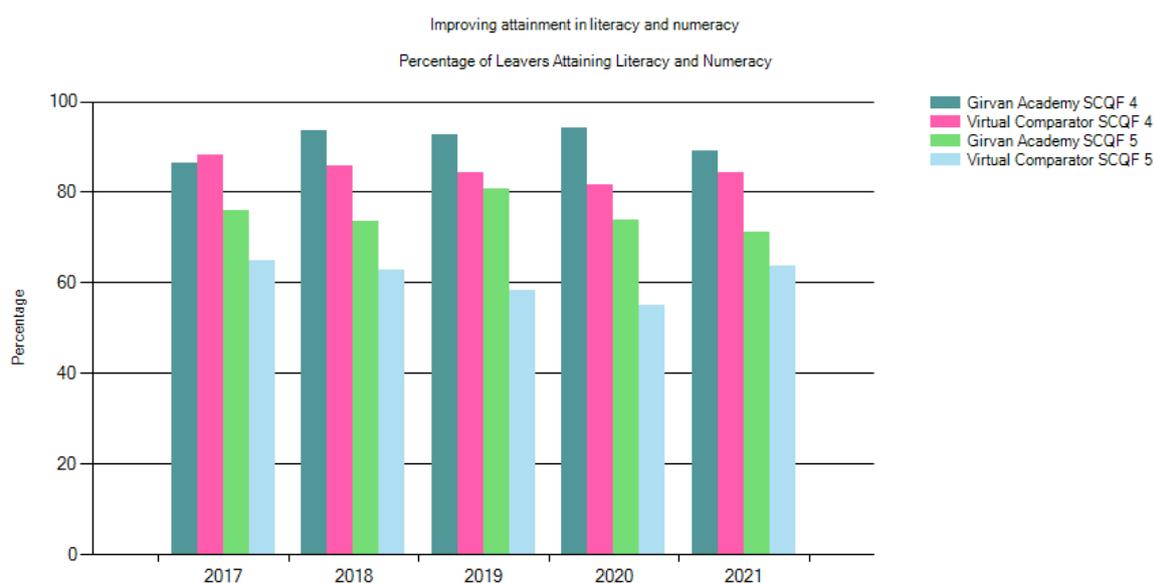
## Successes and Achievements

As highlighted previously, although there were no periods of lockdown in session 2021-22, the COVID pandemic continued to impact on the learning and achievement of our young people. This is a consequence of COVID mitigations being in place for much of the session and increased absence due to periods of isolation or COVID being much more prevalent this session compared with 2020-21.

### 1. Raising Attainment and Achievement

#### Improvements in Literacy and Numeracy

Performance in attainment in Literacy and Numeracy at SCQF level 4 & 5 for young people by the time they leave school has been consistently much greater than the virtual comparator across both levels from 2018 to 2020. As can be seen in the graph below, although both SCQF level 4 & 5 performance in Literacy & Numeracy has dipped in the last two years, the figures remain above the virtual comparator, although not significantly in 2021. The figures also remain comparable with our virtual comparators, the South West Education Improvement Collaborative and National data in 2021.



	2017	2018	2019	2020	2021
% of leavers achieving level 4 literacy and numeracy	86	94	92	94	89
% of leavers achieving level 5 literacy and numeracy	76	74	81	74	71

## Attainment over Time - S3 Broad General Education

Due to COVID-19, final data for S3 BGE was not collected in 2020 or 2021. However, this session staff have tracked attainment in the Broad General Education and the following percentage of S3 learners achieved Third and Fourth Level in Literacy and Numeracy:

Girvan Academy		Reading	Reading	Reading	Writing	Writing	Writing	Listening & Talking	Listening & Talking	Listening & Talking	Numeracy	Numeracy	Numeracy
		17/18	18/19	21/22	17/18	18/19	21/22	17/18	18/19	21/22	17/18	18/19	21/22
3 <sup>rd</sup> level Achieved	S3	91	92	89	91	91	88	91	91	88	79	81	88
4 <sup>th</sup> level Achieved	S3	54	57	47	53	59	47	55	64	48	35	37	37

As a result of this data and other relevant data such as Scottish National Standardised Assessments and standardised GL assessments undertaken throughout the session, appropriate interventions have been planned for our young people to ensure they have had the opportunity to recover from missed learning and improve their literacy and numeracy skills.

## SQA Attainment Data

This year the SQA examinations returned to pre COVID-19 pandemic system of final exams in National Qualifications. However, in line with last session, course content continued to be streamlined, with content and/or elements of courses reduced or removed.

All young people in the senior phase choose up to six subjects to study in order to gain qualifications at the level appropriate to their ability and progress. The majority of young people are presented for course awards at National 4 (SCQF 4) or National 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of young people will study some subjects at National 3 level and some young people may be studying at Higher level in S4 and Advanced Higher in S5. The results achieved by young people in Girvan Academy are compared to the results of a virtual comparator school. Some results are also shown against an average of all South Ayrshire schools as well as results nationally. A virtual comparator is determined by the Scottish Government selecting at random 10 young people from across Scotland with a similar background to one of our young people. This enables a fair comparison with similar young people nationally.



The following table details attainment over time in key measures.

**Girvan Academy: % of pupils achieving SQA National Awards at grades A-C by end of S4, S5, S6**

Performance Measure	2018	2019	2020	2021	2022	% point change on last year	% point change from 2018	2022 including SCQF Qualifications
5+ awards @ Level 3	88	85	91	95	94*	-1	6	97
5+ awards @ Level 4	82	79	87	85	85*	0	3	89
5+ awards @ Level 5	29	30	49	34	40	6	11	42
1+ awards @ Level 6	60	52	48	68	51	-17	-9	59
3+ awards @ Level 6	25	22	27	35	23*	-12	-2	29
5+ awards @ Level 6	6	11	19	17	9	-8	2	9
1+ awards @ Level 7	9	8	12	19	14	-5	5	14

Again, this session, we continued with a number SCQF courses as part of the senior phase pathway experience. Alternative courses delivered within Girvan Academy included: Level 4 Uniformed Services, Level 5 Lab Skills, Level 5 Early Learning & Childcare, National Progression Award (NPA) Level 4-6 Games Development, NPA Level 5 & 6 Cyber Security, SfW Level 5 Photography, SCQF Level 6 Leadership Awards, National 5 Sport and Recreation, SfW National 5 Travel & Tourism, Level 5 Enterprise & Employability and Level 6 Leadership and Level 6 Journalism.

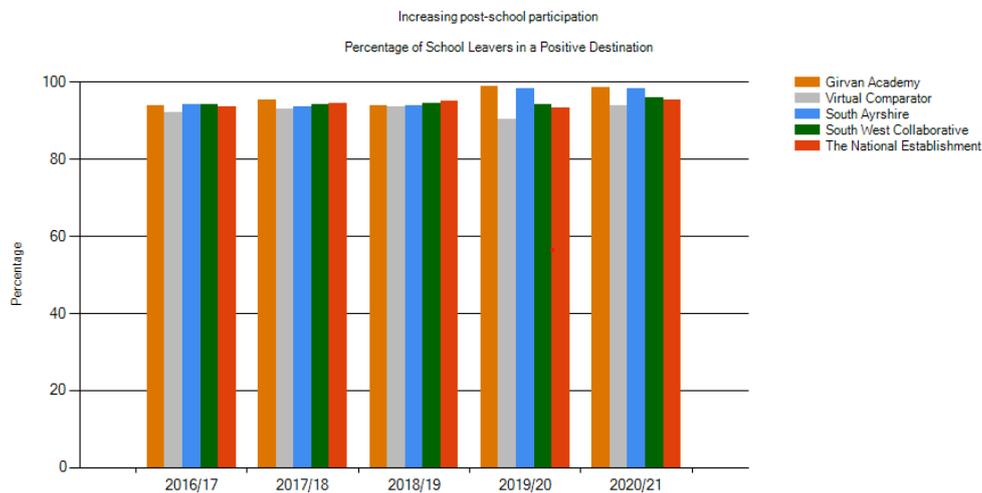
This session, 2021-22, 40% of S4 students achieved at least 5+ N5 qualifications. If we compare this figure with the previous session, 2020-21, then it is a very good increase from 34%. However, given the attainment in 2021 and 2020 was based on estimate grades rather than SQA examinations, a better comparison may be made using data from 2019 and 2018 to give a more accurate reflection of this year's attainment. Using this data, our figure of 40% of pupils achieving 5+ N5s is higher than the figures for 2019 & 2018. It should also be highlighted that 97% of our S4 pupils attained at least five qualifications at National 3 level or better and 85% attained at least five qualifications at National 4 level or better. Both these figures compare favourably, not only with the school figures from 2019 and 2018 but also with the South Ayrshire average for session 2021-22.

In S5 last session, 51% of pupils achieved at least 1+ Higher, 23% achieved 3+ Highers and 9% 5+ Highers. Again, these figures were in line with previous attainment at these measures in 2019 & 2018, despite the impact of COVID and the loss of learning in the last two years. In Girvan Academy, these figures do not tell the full story of our attainment as they are based solely on Higher and National 5 passes. Our curriculum offers a wider range of courses at SCQF levels 5 & 6 which allows our young people to attain a level of course that may not be achievable within the normal SQA progression routes. For example, our 1+ @SCQF Level 6 increases from 51% to 59% and our 3+ SCQF Level 6 increases from 23% to 29%. What this means is more young people are achieving a higher level of qualifications and therefore improving their life chances in a very competitive world.

At the time of the completion of this report Insight Data for 2021/22 was not available; however, robust self-evaluation of this data will be undertaken when available to identify strengths and areas for improvement.

## Leaver Destinations

When our positive destination data for 2020/21 was published, the latest School Leaver Destination Follow Up Report for 2021 confirmed that 98.3% of young people in South Ayrshire moved into employment, training, further or higher education. This is the 2<sup>nd</sup> highest figure for all local authorities in Scotland. Our own initial leavers' destinations for the last two years are an impressive 99%, which is well above our virtual comparator figure of 94% in 2020/21. This means that in each of the last two years, only one young person has left us and not gone straight into a positive destination, for reasons we are aware of. This is testament to the hard work and partnership working between our Care & Wellbeing Team and our colleagues in Skills Development Scotland, Educational Services and Thriving Communities.



## 2. Overall Quality of Learners' Achievements

Although we remained in school for the entire session, COVID mitigations, particularly in the first half of the session, severely reduced the opportunity for our young people to engage in the wider life of the school through the range of wider achievement activities that were previously on offer. However, as we progressed through the later terms, particularly into the spring and summer, it was hugely pleasing to witness the school showing increased signs of recovery in the form of activities and experiences outside of the classroom. These are equally important in any school as they support young people to develop a range of skills, abilities and attributes that are required beyond school.



Some of the learners' achievements included:

- Early in the session, we achieved the prestigious silver LGBT Charter Mark Award. LGBT Youth Scotland awarded the Charter Mark to the school in recognition of our push to include LGBT issues in the curriculum and for our engagement with stakeholders to challenge discrimination, while promoting a more inclusive society. Our Diversity group led this work and it is to their credit they managed to secure the award despite the ongoing COVID challenges.
- Thirteen S2 pupils and three members of staff were selected to participate in the Columba 1400 Leadership programme. This involved a values-based leadership programme designed to build their resilience and confidence, and allow them to realise more of their leadership potential. They undertook virtual on-line sessions followed by a five-day residential trip to Skye in late January to further develop their skills.
- A team of S2 girls won the Scottish final of the CyberFirst Girls Competition 2022. They successfully solved very challenging Computing Science puzzles in a range of areas. As Scottish winners, they were invited to Bradford in March and attended a presentation dinner where their achievement was celebrated. In addition, each member of the winning team received a new laptop and a goodie bag from the sponsors Morgan Stanley and Education Scotland, and the school received a cheque for £2000 to be used to buy cyber equipment for the Computing department.
- The Arts Festival Dance Show was revived in late March, with a healthy number of junior pupils participating. It was great to have a live performance after two years of COVID and see so many smiling faces of young people doing something they thoroughly enjoy. This session's event will be greatly expanded with the reduction in restrictions.
- All our S3 pupils participated in the Youth Philanthropy Initiative, which involves groups selecting and researching a local charity. They then present to a panel of judges as to why their chosen charity should be awarded the available funding. Children's First were our chosen winners and received a cheque for £3000. This funding is used by the charity to help finance the food pantry that is established in Girvan Primary School. The runners-up were the Salvation Army, Woman's Aid and Girvan Youth Football Team, who each received £100.
- Despite the challenges of COVID, our Duke of Edinburgh scheme was re-introduced and supported by an enthusiastic group of staff. Thirty-seven young people achieved Bronze, nine Silver and one young person gained their Gold award, all fantastic achievements, especially under the difficult circumstances.
- In May, our Eco group won the Provost Footprint Challenge for 2021/22. This is a competition between all secondary schools in South Ayrshire to encourage young people to look after the environment and reduce carbon emissions. The pupils gave an excellent presentation on their work, covering a range of projects including the Biosphere, tattie growing, litter picking and waste reduction in the school.



- In July, Molly (S5) was selected to visit the NASA International Space School in Texas. During the two-week programme, alongside fifty other students from all over the world, Molly worked on a simulated Mars mission, got to visit and tour the Johnston Space Centre and met a number of astronauts who have been to the International Space Station.
- Our fundraising achievements are supported throughout the session by staff, pupils and ultimately parents & carers. We raised funds for various charities including Cash for Kids, McMillan Cancer Support, The Ayrshire Hospice, Children in Need, Comic Relief and Woman's Aid. At the last count, this has seen us raise over £1875 for these very worthy causes. In addition, a school sponsored walk around Girvan was held in May and a further £1300 was raised for our own School Fund.

- A wide range of activities and opportunities are offered to our young people by the PE department. There are too many to mention them all, but as a taste some of the activities included: football teams at all levels, self-defence workshops, a volleyball festival, badminton tournament, Inter-house activities in a range of sports and a wide variety of extra-curricular clubs at intervals and lunchtimes. There was also the opportunity for our young people to gain leadership skills through events including Cluster primary school sports days, Primary 7 transition events, our Sports Academy pupils supporting community activities, and Sport & Recreation pupils gaining work experience in the Quay Zone.



- The school was also well represented at the S1/2 South Ayrshire Cross Country Championships where we achieved two bronze medals and further success at the South Ayrshire Sports Championships, where we punched above our weight. In total, our athletes in S1 to S3 achieved ten gold medals, seven silver and five bronze medals across the spectrum of events. Fantastic achievements all round. The successful candidates then progressed to the Ayrshire Sports Championships where our young people won a further gold, three silver and seven bronze medals.

- Our Support & Wellbeing Department also offer a diverse range of activities throughout the year to develop skills for life and work. A flavour of these experiences include: volunteering with the Z1 charity shop; supporting the Girvan Memorial Garden, where pupils achieved the Youth Achievement Award; developing lifesaving skills, cycle maintenance and road safety skills; working in partnership with the Girvan Community Bike Library, Biosphere Bikes, Social Trax and Ayr Travel Hub and, finally, in partnership with Girvan Community Growers, they maintained the school polytunnel, growing a variety of produce including Ayrshire Tatties as part of the Girvan Tattie Festival.



- Wider experiences for our pupils also included a number of school trips including visits to the Scottish Assault Course, the Royal Highland Show, Whitelees Wind Farm, Blackpool Pleasure Beach and, in partnership with the Girvan Youth Trust, a group of young people were given the opportunity to spend 5 days sailing around the west coast of Scotland with the Ocean Youth Trust. In addition, our partners in Dolphin House organised for a group of

S1 pupils to experience outdoor learning and an overnight stay, as they missed out on the Primary 7 visit due to the pandemic. All these trips were highly successful and provide lasting memories and experiences for our young people.

- To reward pupils for meeting the school expectations associated with our school values, an inflatables day was organised for all year groups, which certainly put the fun back into school. It was hard to decide who had the most fun, the pupils or the numerous staff who joined in on the fun throughout the day.



### 3. What Key Outcomes have we Achieved?

#### **School Priority 1: Ensure appropriate measures are in place to mitigate the impact of COVID-19**

##### **Progress and Impact**

Throughout the session, Risk Assessments were continually updated following Scottish Government and South Ayrshire Council advice. Changes in mitigations were communicated to staff, pupils and parents/carers via weekly PT meetings, HT emails, GIRFEC and letters and messages to parents/carers.

##### **Next Steps**

- We will continue to identify gaps in learning as a result of COVID-19.
- Plan school based interventions using the available data.
- Improve and develop our tracking of all cohorts.
- Increase the pace of change now that we are in the recovery period.
- Introduce our visible consistency policy to enhance our ethos

#### **School Priority 2: Ensure young people experience high quality learning & teaching with appropriate pace and challenge to re-engage, motivate and inspire every learner**

##### **Progress and Impact**

A key focus of our Pupil Equity Fund (PEF) spending was the introduction of a PT Pedagogy post to support the improvement in learning & teaching. Throughout the session, a professional learning programme was developed and led by volunteer staff. Topics included Making Thinking Visible, active learning, digital learning and raising attainment. A culture of professional learning was developed through the creation of our professional learning library, with recommended reading of the month and summaries of each text available. The sharing of good practice was encouraged across the school by departments' 'share of the fortnight'. Collegiate time was used to share ideas and knowledge in areas including retrieval practice, MTV, digital learning, numeracy, disciplinary literacy, differentiation, learning, teaching and assessment, including the four stages of progress within a level, and feedback on our learning walks, including areas to develop next session.

#### **Next Steps**

- Continue to provide staff with high quality learning & teaching professional learning, both in-house, authority wide & using national training providers
- Increase Learning Walks to include all staff, including PT and peer observations
- Develop our understanding and approaches to differentiation

#### **School Priority 3: Ensure the progress of all young people is tracked and monitored throughout the session and appropriate, robust interventions are put in place to ensure young people achieve their potential**

##### **Progress and Impact**

The Education Welfare Officer, funded by PEF, continued to identify young people who required targeted support regarding their attendance, attainment and/or wellbeing. Contact was made with families and relationships built to encourage young people and families to engage with the school. S4 pupils were targeted and carefully tracked and supported to ensure that almost all young people achieved at least five qualifications. Along with the Care & Wellbeing Team, young people's wellbeing was tracked and support provided to allow young people to achieve. Our tracking & monitoring of the Broad General Education was re-introduced and will allow us to collate a wealth of data on our young people, allowing appropriate interventions to be targeted at those most in need. Our Senior Phase tracking allowed the data to be scrutinised and interventions targeted at whole school and department level.

##### **Next Steps**

- Key data in relation to attendance and attainment will be used to identify a cohort of young people and their families who will benefit from the intervention of the Education Welfare Officer
- Additional Literacy & Numeracy interventions will be put in place using the variety of data available
- The new post of Literacy Lead Teacher, funded by PEF, will lead the introduction of Accelerated Reader and the Reading Wise programme to improve the literacy skills of our junior pupils
- The use of PEF to create a PT Raising Attainment & Achievement will enable the increased targeting of senior pupils to support them to achieve their qualifications. They will also identify individuals across the school and focus on equity of opportunity in the wider curriculum, both within and outwith the school

#### **School Priority 4: Ensure young people are fully supported in relation to their wellbeing and provide appropriate health & wellbeing interventions as required**

##### **Progress and Impact**

Through the session, young people continued to be tracked using whole school tracking systems to identify a range of factors, including COVID, that are affecting our young people. This is achieved through the monitoring of wellbeing using the SHANARRI indicators and weekly Care & Well Being team meetings. A range of appropriate interventions were utilised, with cohorts and individual pupils identified and targeted with support, including the Education Welfare Officer and Place2Be counselling service.

#### Next Steps

- Re-establish the Care Experienced project with the South Ayrshire Champions Board
- The Speech and Language Development programme will be developed as part of our targeted intervention support
- Implement the Mentors in Violence Prevention programme in the junior school
- Establish an evidential link between Wellbeing and attainment with a focus on intervention performance/outcomes.

#### 4. What is our Capacity for Continuous Improvement?

Quality Indicator	School Evaluation
<b>1.3 Leadership of Change</b>	<p>Girvan Academy is a welcoming environment, with a strong ethos, underpinned by the school's vision and values, which were updated in consultation with stakeholders in session 2019/20. Despite the pandemic, our values are embedded in the work of the school, with responsibility and respect driving our ambition for all our young people. Our sense of community is supported by the range partners we engage with to ensure our clear focus of supporting wellbeing, raising attainment and improving our learners' experiences.</p> <p>Our school priorities are identified from our self-evaluation and are in line with the local and national priorities. A range of data including Insight, CfE Machine, GL assessments, SNSA, stakeholder surveys and our own health &amp; wellbeing data is analysed to ensure we meet the needs of our pupils. The process of managing change and school improvement involves all teaching staff, with much of the focus this session centring on learning, teaching &amp; assessment in the classroom. This is achieved by prioritising collegiate time for professional discussion and the sharing of practice.</p> <p>Staff engage with a range of CLPL opportunities including Masters level studies, the SAC Leadership Development Programme, Education Scotland Leader of Pedagogies, Differentiation, MTV and use of digital technology. Our newly appointed PT Pedagogy organised carousels of good practice, fortnightly departmental sharing of interesting practice, book reviews and an in-house CLPL programme throughout the course of the session. Individual CLPL opportunities are identified from the Personal Review &amp; Development process (PRD) undertaken by every staff member each year and the GTCS Professional Update as required. This facilitates the planning of appropriate training to meet the needs of staff. Almost all teaching staff (95%) feel that they are supported to engage in professional learning and 97% acknowledged that their professional learning enables them to reflect on and improve their practice.</p> <p>There are important strengths in this area, however, as we continue to recover post pandemic, there is room for an increased pace of change next session, particularly with a period of stability within the Senior Leadership and less disruption due to the pandemic. This will allow us to drive improvement to ensure the best outcomes for our learners.</p> <p><b>Overall, leadership of change is good.</b></p>

<p><b>2.3 Learning, Teaching &amp; Assessment</b></p>	<p>Relationships between staff and young people are very positive and are built upon our school values, with stakeholders encouraging and supporting respect to others. There is an emphasis on building relationships that will be continued into next session, with our visible consistency policy developed for launch in the new session. There is a calm atmosphere within the school as staff have created a nurturing environment for our young people. In classes, most young people are motivated and engaged. The purpose of the learning is shared, with clear teacher explanations and, in most lessons, there are a variety of MTV routines being used. Starter tasks are used in the majority of lessons as retrieval practice and the use of questioning is used effectively to challenge misconceptions and assess understanding.</p> <p>Staff have undertaken professional learning in applying the Four Stages of Progress in the Broad General Education at Third level and engaged in moderation activities within and beyond the school. This helps create a shared understanding of achievement at the level. Next session the focus will be on achievement of a level at Fourth level.</p> <p>COVID- 19 mitigations greatly impacted on our ability to embed group work and collaborative learning strategies. Learners enjoy taking part in more collaborative approaches within lessons and experience success when they are actively involved in their learning. We will now look to firmly embed this practice across the curriculum. Across the school, the pace of young people’s learning remains variable. Teachers will continue to focus on pace and challenge across learning, especially in the Broad General Education, to improve the consistency of young people’s learning experiences and ensure their needs are met.</p> <p>Next session we will develop our co-operative learning skills, as well as enhancing our differentiation practice, by offering further professional learning opportunities. Our learning walks will be extended from SLT and Principal Teachers to involve all teaching staff to give the opportunity to observe and discuss good practice in learning and teaching.</p> <p>There are important strengths in this area, however, learning, teaching and assessment will continue to be a major focus of our work to improve the overall consistency of practice</p> <p><b>Overall, learning, teaching &amp; assessment at Girvan Academy is good.</b></p>
<p><b>3.1 Ensuring Wellbeing, Equality &amp; Inclusion</b></p>	<p>All staff have a clear understanding of their responsibility to support the wellbeing of young people and wellbeing is a key driver in the school. Across the school, their wellbeing indicators are used in GIRFEC in accordance with the wellbeing quality assurance calendar to identify issues with individual young people. Through personal contact, planned programmes of learning, individual &amp; group discussion and year group assemblies, young people are encouraged to reflect on and take responsibility for their wellbeing. Stakeholders promote a climate where almost all young people feel safe and secure. We comply with the statutory duties and requirements to ensure young people are protected and safeguarding measures are in place. All staff participate in child protection training on the first day of the new session, with catch up sessions arranged for other partners. Additional Support Needs (ASN) information and plans are in place for those learners who require them and are easily accessible and well used by all staff. Care experienced young people are identified and supported through the Staged Intervention process.</p>

	<p>Promoting positive behaviour through visible consistencies has been a focus of our work and new mobile phone guidelines have been developed based on simple, consistent messages built on positive and non-confrontational behaviours and positive relationships. These policies, in addition to a renewed emphasis on the Rights Respecting School agenda and increasing pupil voice, will be a focus for next session.</p> <p>A few of our young people need additional targeted interventions to support their wellbeing and are assisted by our in-school counselling service, Place2Be. This service is funded by community partners and has proved to be invaluable in supporting individuals. Our Education Support Officer, funded from our Pupil Equity Funding has also provided a much needed link with families to support wellbeing and, as a result, increased attendance and attainment of individual young people. All staff are fully aware of the social context in which young people live and are aware of the barriers to learning, including barriers faced by care experienced young people. Interventions are planned to support those at risk including examining the cost of the school day, which will continue into next session.</p> <p>Our Support Staff work with young people in and out classes to reduce the barriers to learning. This includes the use of the nurture principles with individuals and groups, mindfulness sessions, outdoor learning and use of sport and fitness. Pupil Support staff and School Assistants lead these activities to support young people. Young people with additional support needs are effectively monitored and tracked across the school. They are achieving personal targets documented in action plans.</p> <p><b>Overall, our progress in ensuring wellbeing, equality &amp; inclusion is very good.</b></p>
<p><b>3.2 Raising Attainment &amp; Achievement</b></p>	<p>School closure in the last two sessions due to lockdowns and other COVID restrictions have led to a lower percentage of leavers achieving both Literacy &amp; Numeracy. Most leavers in 2021 left school with qualifications in both literacy and numeracy at Scottish Credit &amp; Qualification Framework (SCQF) level 4 or above, whereas in the previous three years, almost all leavers left with these qualifications. A majority of young people leave with these awards at SCQF level 5 or above, whereas prior to COVID in 2019, most leavers achieved literacy and numeracy at SCQF level 5 or better.</p> <p>In the Broad General Education (BGE), we were able to assess pupils on the achievement of Third &amp; Fourth level for the first time since 2019. This session, most learners achieved Third level in literacy (88%); however, almost all (91%) achieved literacy in 2019 and 2018. Most young people achieved Third level numeracy (88%), which is a slight increase from our 2019 and 2018 data. Increasing the achievement of Fourth level in literacy and maths will be a focus for the school and local authority.</p> <p>Improving literacy skills of our young people, especially in reading, will be one of the key areas of focus of our Pupil Equity Fund next session. This will include a Literacy Lead who will introduce the Accelerated Reader programme, as well the Reading Wise programme. GL assessment data from our new S1-3 cohort will be used to</p>

identify gaps in literacy and numeracy skills and appropriate interventions will continue to be planned.
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Our Tracking systems have been developed to ensure the progress of all young people within the Broad General Education is as data rich as our senior phase tracking. This will help us to identify additional targeted interventions to support our learners.
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There are important strengths in this area; however, we continue to take action to address areas for improvement.
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<b>Overall, our progress in Raising Attainment &amp; Achievement is good.</b>
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## 5. Overall Capacity for Improvement – Priorities Session 2022/23

Girvan Academy continues to demonstrate a strong commitment to improvement. Our continuous drive for consistency of practice across learning within the classroom is key priority for session 2022/23, as well as raising attainment & achievement as we continue in our recovery from COVID and continue on our journey to close the gap. Furthermore, the health & wellbeing of our young people has never been more important and we will continue our focus in this key area.

We continue to be ambitious for all of our learners and our school and focus on improving outcomes for young people, knowing that what we do in school as a community makes a difference to the lives of young people.

### **Our Priorities – What are we going to do next?**

Our School Improvement Plan maps our agenda for the year ahead and our strategic priorities for next session include:

**Priority 1: A focus on high-quality learning, teaching and assessment to improve consistency and ensure the best possible outcomes for all young people**

**Priority 2: Raise attainment & achievement to close the attainment gap and develop young people's skills for learning, life and work**

**Priority 3: Support and improve young people's health and wellbeing by Getting It Right for Every Child**

Further details on each of these priorities can be found in our Improvement Plan for Session 2022-23 on our school website – [www.girvanacademy.sayr.sch.uk](http://www.girvanacademy.sayr.sch.uk)